MEETING A CHALLENGE
The Arms Race

Moral Education
Secondary V

Québec

91-05034/

MEETING A CHALLENGE
The Arms Race

Direction générale des programmes
Direction de la formation générale

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Ministère de l'Éducation du Québec, 1990 — 9091-0202

ISBN 2-550-15289-1

Legal Deposit — Second Quarter 1990
Bibliothèque nationale du Québec

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Planning Chart

MODULE 5.3: MEETING A CHALLENGE: The Arms Race	Duration: 6 hours

GENERAL OBJECTIVES OF THE STUDY UNIT ON THE ARMS RACE

(c) TO THINK ABOUT some issues related to the arms race.

(a) TO BECOME AWARE that peace can only be achieved through security and justice.

TERMINAL OBJECTIVES OF THE STUDY UNIT ON THE ARMS RACE

1. TO DESCRIBE some aspects of the arms race in the world today.

2. TO BECOME AWARE of the diversity of positions on the arms race.

3. TO EVALUATE the morality of various positions on the arms race, using peace as the criterion of evaluation.

4. TO CARRY OUT concrete action to promote peace.

PART I: What is the Arms Race?	Duration: 2 hours

TERMINAL OBJECTIVE: TO DESCRIBE some aspects of the arms race in the world today.

INTERMEDIATE OBJECTIVES	LEARNING ACTIVITIES	EVALUATION OF STUDENT:
	Activity A: The Race to Arm	
1. TO EXPRESS in the student's own words what the arms race is.	1. Learning context: Brainstorming	Ability to distinguish between arms and militarization
2. TO LIST some facts on the arms race.	2. Individual oral or written presentation: Exploration of objective data	Ability to present several facts on the arms race
3. TO STATE the main causes and some potential consequences of the arms race and militarization.	3. Teacher's presentation or study of documents: The causes and potential consequences of the arms race	Ability to list 3 causes and 2 potential consequences of the arms race
	4. Class discussion	

PART II: Some Positions on the Arms Race	Duration: 1 hour

TERMINAL OBJECTIVE: TO BECOME AWARE of the diversity of positions on the arms race.

INTERMEDIATE OBJECTIVES	LEARNING ACTIVITIES	EVALUATION OF STUDENT:
	Activity B: Harmony or Hornet's Nest?	
4. TO DISTINGUISH four positions on the arms race.	1. Teacher's presentation and writing of fictitious letters: Some positions on the arms race	Participation in the activity
5. TO REACT to the diversity of positions on the arms race.	2. Questions and discussion: Reactions to various positions	

PART III: Putting Peace on the Agenda	Duration: 2 hours

TERMINAL OBJECTIVE:	TO EVALUATE the morality of various positions on the arms race, using peace as the criterion of evaluation.

INTERMEDIATE OBJECTIVES	LEARNING ACTIVITIES	EVALUATION OF STUDENT:
	Activity C: Peace is in the Air	
6. TO NAME some contemporary cultural phenomena that express a concern for peace.	1. Learning context	
	2. Class discussion: Cultural phenomena for peace	Ability to present 5 phenomena that express a concern for peace
	Activity D: What is Peace?	
7. TO DEFINE peace.	1. Class discussion: Toward a definition of peace	
8. TO LIST the main characteristics of peace.	2. Teacher's presentation: The characteristics of peace	Ability to present 2 characteristics of peace
	Activity E: Toward Optimum Peace	
9. TO EVALUATE the peacemaking effects of various positions on the arms race.	1. Teacher's presentation: Peace as a criterion of evaluation	
	2. Teacher's presentation: List of positions on the arms race	Ability to explain the moral basis of a particular position on the arms race
	3. Work in teams: Evaluation of positions	

PART IV: Working for Peace	Duration: 1 hour

TERMINAL OBJECTIVE: TO CARRY OUT concrete actions to promote peace.

INTERMEDIATE OBJECTIVES	LEARNING ACTIVITIES	EVALUATION OF STUDENT:
10. TO MAKE A COMMITTMENT to actively promote peace in the student's own environment.	**Activity F: I Make Peace, You Make Peace...** 1. Learning context: Teacher's presentation 2. Class discussion: Suggestions for action to promote peace 3. Individual or team work: Carrying out action 4. Class or small group discussion: Evaluation of the project carried out	Participation in the activity

Part I: What Is the Arms Race?

Terminal Objective

TO DESCRIBE some aspects of the arms race in the world today.

Activity A: The Race to Arm

Intermediate Objectives

1. TO EXPRESS in the student's own words what the arms race is.
2. TO LIST some facts on the arms race and militarization in the world and in Québec.
3. TO STATE the main causes and some potential consequences of the arms race and militarization.

1. Learning context: Brainstorming

Through brainstorming in small groups, students express:

- what they know about the arms race
- how they experience it in their daily lives

The ideas expressed are then summarized on the board in two columns. The teacher uses this information to make the students more aware of how they are affected by the arms race.

2. Individual oral or written presentation: Exploration of objective data

In order to make them more aware of the scope of the problem, the teacher provides the students with additional information (see Appendix 1). This can be done in various ways: teacher presentation, memorization of facts for a quiz game, etc.

Next, the teacher gives the students a list of various types of arms and asks them to name companies in Québec that manufacture them or their components.

Types of Arms

- Artillery: rifles, cannons, etc.
- Explosives
- Ammunition
- Combat and transport vehicles
- Combat and transport aircraft
- Combat and transport ships
- Detection and telecommunications equipment
- Computers

N.B.: It is helpful to distinguish between:
- **Arms**: all offensive and defensive materials supplied to troops
- **Militarization**: the military organization of a country

Companies

There are about 50 companies in Québec that produce arms or their components: 36 in the Montréal area and 14 in the rest of the province.

These arms can be divided into four categories:
- Guns, explosives and ammunition, chemicals
- Military aircraft, warships, combat and transport vehicles
- Computers, detection and telecommunications equipment, electronic equipment
- Other specialties that are difficult to classify, such as research on chemical and bacteriological weapons

Military equipment produced in Québec includes:

- Guns, cannons, artillery parts (Mil Quip Inc., Napierville)
- Explosives (C.I.L., Valleyfield)
- Ammunition (Valcartier Industries Inc., Val Bélair, and Canadian Arsenals, Legardeur)
- Combat and transport vehicles (Bombardier, Valcourt)
- Military aircraft (Canadair, Montréal, and Pratt and Whitney, Longueuil)
- Warships and transport ships (Vickers, Montréal; Bombardier, Montréal)
- Detection and telecommunications equipment (radar, listening devices, remote control devices) (Spar Aerospace, Ste-Anne-de-Bellevue, and IHT Electronics Ltd., Montréal)
- Computer equipment (integrated circuits for missiles, fire control, electronic equipment) (Aviation Electric, Montréal; Canadian Marconi Co., Montréal; Mitel Semi-Conductor, Bromont)

N.B.: Most of these companies do not produce military equipment exclusively.

3. Teacher's presentation or study of documents: The causes and potential consequences of the arms race

▸ Presentation on causes

The teacher lists the main causes of the arms race:

- Aggression to expand national boundaries and extend control over other countries
- Defence of rights and territory
- Deterrence through the maintenance of military balance or superiority

N.B.: A television series that is very useful for this part is **The Race for the Bomb**, produced by François Delassus and Allan Eastman, 1986. It consists of six one-hour shows that were broadcast on the English and French networks of the CBC during the 1986-87 season. The series shows how historical, scientific and human factors came together to lead irrevocably to the "race for the bomb."

▸ **Illustration of potential consequences**

Teachers have a broad choice of audio-visual materials that provide objective information on the potential consequences of the arms race. The following materials focus on nuclear weapons, the arms that are by far the most feared.

- A film, **No More Hiroshima**, colour, 25 min. (National Film Board), an abridged version of **No More Hibakusha!**, shows the consequences of the use of nuclear weapons. It focuses on the emotional and intellectual reactions of the survivors rather that on the horrors of the bomb.

- Two slide-tape presentations, **What Would Happen to Canada in a Nuclear War?**, 35 min., and **The Medical Consequences of Nuclear War**, 27 min. These were produced by Dr. Donald G. Bates and the McGill Study Group on Peace and Disarmament. They can be obtained through the Social Justice Committee of Montréal, 2338 St-Antoine Street West, Montréal H3J 1A8 (telephone: 933-6797).

Any of these resources will inform students on the effects of nuclear weapons. The teacher should allow the students to discuss their impressions informally.

N.B.: Biological and chemical weapons can also have devastating effects.

4. Class discussion

Each student is asked to give his or her overall impression of the information presented in this part. To facilitate discussion, the teacher can use questions such as:

- Do you see things differently now?
- Are you more concerned now with the issue of arms and militarization?
- Did the information provided surprise you?
- Would Québec be a prime target in an armed conflict?
- Does the principle of industrial secrecy justify keeping the public in the dark about arms production?
- Do you think high unemployment can justify the existence of an arms industry?
- Is there any justification for using arms?
- Why do you think people arm themselves? Do they have good reasons for doing so?
- Now that you know more about the effects of nuclear weapons, do you think people will ever use them again?

KEY CONTENT: There is not a lot of concern in Québec about the arms race. However, we are all affected by it:

- because it is one of the major causes of present tensions in the West
- because of its potentially disastrous consequences for hunanity

QUESTIONS

I. Complete the sentences, using the following figures (26 - 135 - 230 - 3,700 - 14,000 - 37,710 - 50%).

1. Between 1945 and 1982, there have been some _____ wars and _____ days of peace in the world.

2. According to the UN, more than _____ million people depend on the arms industry for their jobs.

3. In the third world, there is an average of one soldier for every _____ people and one doctor for every _____ people.

4. _____ dollars were spent per second on arms in 1985.

5. On the average, a soldier costs _____ dollars annually and a student costs _____ dollars annually.

6. _____ of Canadian arms manufacturers are located in Québec.

II. Choose the correct definition.

1. Militarization is:
   a) doing military service
   b) the discipline of being a good soldier
   c) joining the army
   d) the use of human, financial and material resources for military purposes

2. Arms are:
   a) the way to control the world
   b) the way young recruits identify themselves as members of the army
   c) all the offensive and defensive materials supplied to troops
   d) a means of exercising power as a warrior over other nations

Part II: Some Positions on the Arms Race

Terminal Objective

TO BECOME AWARE of the diversity of positions on the arms race.

Activity B: Harmony or Hornet's Nest?

Intermediate Objectives

4. TO DISTINGUISH four positions on the arms race.
5. TO REACT to the diversity of positions on the arms race.

1. Teacher's presentation and writing of fictitious letters: Some positions on the arms race

The teacher lists some positions on the arms race and describes the following ones (see charts below):

- the feminist position
- the Christian position
- the pacifist position
- the military position

The teacher asks the students each to adopt a position (one of those presented here, or another) and to write a fictitious letter describing the position they have chosen. The letters should consist of three paragraphs, the first outlining the position, the second giving arguments justifying the position, and the third describing actions to promote the position.

The letters are read aloud and the main elements of each position are recorded on a chart (see Appendix 2 for a blank chart).

FEMINIST POSITION		
CONTENT	JUSTIFICATIONS (because...)	ACTIONS
- Life is more important than power struggles. - Resources should serve human needs before national interests. - Peace is essential to prevent the deaths of children. - Peace requires the immediate and total elimination of arms.	- Women are the bearers of life and have a duty to protect it. - War is the business of men, so women should make peace their business. - Women are responsible for the survival of humanity through caring, not through conquest. - Women make up the majority (52%) of the population.	- First making women aware of the issue through information and dialogue. - Joining with other groups. - Making the fight against arms an issue that brings feminists together. - Organizing public events.
Overall response to the arms race: Categorical rejection.		

Reference: Garry Beitel, ed., **My Choice is Peace** (Montréal: AQOCI, 1983).

CHRISTIAN POSITION		
CONTENT	JUSTIFICATIONS (because...)	ACTIONS
- Nations have a right to: • dignity • freedom • justice • security - Peace must be built: • politically • economically • diplomatically • spiritually • militarily (as a last resort) - Peace depends on security and justice. - Peace can never be completely achieved on earth; it can come only through Christ's salvation.	- All people are God's children and should be treated with respect and dignity. - Pacifism, love and justice are the cornerstones of Christian ethics. Christianity recognizes that recourse to arms is sometimes required to protect justice, and does not condemn it. - Christianity sees itself as having a universal spiritual mission of salvation through faith in Jesus Christ.	- Promoting justice. - Tolerating the balance of power. - Starting peace groups in churches. - Supporting the UN (Paul VI). - Working for Christian unity. - Taking public stands on the arms race. - Praying to God.
Overall response to the arms race: **A qualified rejection that takes into account the circumstances and the requirements of justice.**		

PACIFIST POSITION		
CONTENT	JUSTIFICATIONS (because...)	ACTIONS
- Life comes first. - The arms race is a threat to life. - The arms race must be stopped immediately.	- Life is the only value on which humanity can base its hope. - The self-defence policies of the world's nations will lead inevitably to the self-destruction of humanity. - Efforts aimed at justice and respect for others are a more effective way of ensuring peace in the world.	- Distributing leaflets on peace and disarmament. - Participating in public events. - Taking political action (running for public office). - Putting out information on the consequences of nuclear war. - Boycotting companies involved in the arms industry. - Promoting the disarmament of nations by peaceful means. - Refusing to pay taxes to a militarized state.
Overall response to the arms race: Categorical and unconditional rejection.		

MILITARY POSITION (NATO)		
CONTENT	JUSTIFICATIONS (because...)	ACTIONS
- Arms must be developed and produced: • to ensure the protection of nations and states • to deter enemy aggression: "If you want peace, prepare for war" • for defence in case of attack	- In spite of the progress of humanity, we are still ruled by the principle, "Might makes right." - The most effective way of protecting peace is still by keeping potential enemies in a state of "reasonable fear." - The arms industry has positive secondary effects: • it provides work for about 20% of the active population • it permits the development and testing of advanced technology (sonar, radar, lasers, etc.)	- Deterring aggression: • by promoting defensive weapons, e.g. the Strategic Defence Initiative--"Star Wars" • through the balance of terror - Conducting negotiations to limit or even reduce the number of strategic weapons (Strategic Arms Limitation Treaties, US-USSR, 1972 and 1979; Strategic Arms Reduction Talks, US-USSR). - Exploring avenues opened up by the conquest of space.
Overall response to the arms race: **Unconditional acceptance.**		

Reference: North Atlantic Treaty Organization.

N.B.: Means other than writing letters could be used in this part:

- newspaper and magazine articles
- television programs
- resource persons

If time permits, the various positions could be presented in the form of skits. The class could be divided into four groups, each of which would prepare a skit on one of the positions, for presentation during a day devoted to the theme of the arms race.

2. Questions and discussion: Reactions to various positions

Students react to the various positions on the arms race by answering a series of questions in writing.

Suggested Questions

- How do you feel about the arms race?
- Can you think of a position you would find more acceptable than those we have discussed?
- Which position do you find the least acceptable?
- Which position are you most in agreement with?
- What do think of the diversity of positions on the arms race?

The students give their reactions in small group discussion. During the class discussion, the teacher should make it clear that there are three possible attitudes towards the arms race:

- indifference
- acceptance
- rejection

The teacher should emphasize that the various positions are based on values (life, patriotism, brotherhood, security,

respect, etc.) that may sometimes conflict or that may simply be interpreted differently or given different priority by different people. The teacher should show that the proponents of all the positions claim to be pursuing the same basic objective: peace. For this reason, peace is the criterion for evaluating the different positions.

KEY CONTENT: Positions on the arms race vary from unconditional acceptance to categorical rejection.

The different positions are based on values that are:
- chosen differently
- interpreted differently
- given different priority

The proponents of the different positions all have the same ultimate objective: peace.

Part III: Putting Peace on the Agenda

Terminal Objective

TO EVALUATE the morality of various positions on the arms race, using peace as the criterion of evaluation.

Activity C: Peace is in the Air

Intermediate Objectives

6. TO NAME some contemporary cultural phenomena that express a concern for peace.

1. Learning context

This part is intended to present peace as the criterion of evaluation of positions on the arms race. The teacher starts off the first activity by focusing on some contemporary expression of the concern for peace, such as:

- the slogan "Give Peace a Chance" (to be written on the board at the beginning of the class, or worn on a button)
- Picasso's "Dove of Peace" (to be posted in the classroom)
- a peace song (to be sung in class)
- a newspaper or magazine article (to be read and discussed)
- a book on peace (to be described and discussed)

Whatever approach is used, the teacher, after getting the students' reactions, should conclude with the statement, "Peace is in the air."

2. Class discussion: Cultural phenomena for peace

The teacher asks the students to name some cultural expressions of the concern for peace. The teacher may add further examples.

Slogans

"Peace and love"
"No Nukes"
"Make love, not war"
"Arms are for hugging, not killing"

Songs

"Give Peace a Chance" (John Lennon, Yoko Ono)
"Russians" (Sting)
"War" (Bruce Springsteen)
"Call it Democracy" (Bruce Cockburn)

Quotations

"Since wars begin in the minds of men, it is in the minds of men that the defence of peace must be constructed."
UNESCO constitution

"War can only be abolished through war, and in order to get rid of the gun it is necessary to take up the gun."
Mao Tse-Tung

"Right is more precious than peace."
Woodrow Wilson

"In starting and waging a war, it is not right that matters, but victory."
Adolf Hitler

"There is no way to peace--peace is the way."
A. J. Muste

"Sometime they'll give a war and nobody will come."
Carl Sandburg, "The People, Yes"

Books and Magazines

Bernard Benson. The Peace Book.
Gwynne Dyer. War. Toronto: Stoddart, 1985.
Ian Kellas. Peace for Beginners. New York: Pantheon, 1984.
Ernie Regehr and Simon Rosenbloom. Canada and the Nuclear Arms Race. Toronto: James Lorimer, 1983.
Jonathan Schell. The Fate of the Earth. New York: Knopf, 1982.
Peace Magazine. Published 6 times a year by the Canadian Disarmament Information Service, 736 Bathurst Street, Toronto, Ontario M5S 2R4.

The Nobel Peace Prize

There were originally five Nobel Prizes, established by Alfred Nobel in his will (physics, chemistry, physiology and medicine, literature, and peace); a sixth prize, in economics, was added in 1969. The Nobel Peace Prize has been awarded about seventy times, to individuals or organizations that have contributed to world peace. Canadian Lester B. Pearson, who later became Prime Minister, won the prize in 1957.

Individual Action

Bernard Benson is a champion of peace. In 1980 this billionaire decided to try to save humanity from the nightmare of war. He was a physicist, a computer expert, the inventor of sophisticated military hardware including the heat-seeking torpedo, a military advisor who was privy to the military secrets of major powers, and a director of multinational corporations. At the peak of his financial success, he gave up everything to devote himself to the cause of peace.

Benson is of British birth, and married with ten children. Motivated by his strong belief in Buddhist ideals, he decided to

fight an all-out battle against war with his book, The Peace Book, as his only weapon.

In the beginning, he assumed all the risks of this ambitious project alone, feeling that he had to demonstrate his own faith in the project before proposing it to others. He did not only write, but devoted all his resources to the struggle for peace. For all his immense wealth, he soon realized that it would take more than money to achieve peace for all. International public opinion would also have to be won over. This was the inspiration for his later projects:

- the bird of peace (an airplane)
- the eye of peace (a satellite which will make possible a world-wide plebiscite on peace

Groups Working for Peace and Disarmament

Social Justice Committee
2338 St-Antoine Street West
Montréal H3J 1A8
Telephone: (514) 933-6797
(an active local group with an excellent resource centre)

Project Ploughshares
Conrad Grebel College
Waterloo, Ontario N2L 3G6
(excellent source of information on military industry)

Canadian Peace Alliance
555 Bloor Street West, Suite 5
Toronto, Ontario M5S 1Y6
(a national federation of peace groups)

Canadian Institute for International Peace and Security
307 Gilmour Street
Ottawa, Ontario K2P OP7
(a government organization that publishes Teacher's Handbook on Peace and Security)

UNESCO Publications on Peace

A wide variety of UNESCO publications on all aspects of peace is available through:
Éditions Renouf Ltée
2182 Ste-Catherine Street West
Montréal, Québec H3H 1M7

Films and Videocassettes

The National Film Board is a readily accessible source of a wide variety of educational materials on peace. It publishes a resource guide for peace studies, Films for a Peaceful Planet, which provides a detailed description of their materials.

Part III: Putting Peace on the Agenda

Activity D: What is Peace?

Intermediate Objectives
7. TO DEFINE peace.
8. TO LIST the main characteristics of peace.

1. Class discussion: Toward a definition of peace

The teacher asks the students to formulate a definition of peace. Whatever definition of peace the class adopts, it is important to emphasize that peace is based on the fundamental human need for self-realization. This justifies using peace as the criterion of evaluation of the different positions on the arms race.

Some Definitions of Peace

"A state of security or order within a community provided for by law, custom, or public opinion."
"A tranquil state of freedom from outside disturbance and harassment."

Webster

"Freedom from, or absence of war or hostilities."

Shorter Oxford English Dictionary

"Freedom from war or strife."
"Public quiet, order, and security."
"Quiet; calm; stillness."

Gage Canadian Dictionary

"A creative vitality that seeks to reduce conflict and violence by building a more just order."

World Conference of Religions for Peace

2. Teacher's presentation: The characteristics of peace

The teacher presents some essential characteristics that should be included in any definition of peace.

It is important to remember that peace, as an ideal to strive for, has two facets: it is both a state and a process. The image of the ultimate blessed state, a marvellous utopia where the lion will lie down with the lamb, inspires hope and stimulates action for peace. One facet cannot exist without the other, and any definition of peace must include both.

Some Characteristics of Peace

Peace is a way of being:

- that is highly desirable
- that is marked by:
  - agreement, harmony
  - absence of conflict, disturbance, or violence
- that is reached through:
  - the maintenance or re-establishment of a balance of power (armed peace)
  - or the defeat of one of the parties in a conflict (capitulation)
  - or the mutual and freely consented recognition of equality (conciliation)
- and that ensures:
  - the security of all parties
  - the rule of justice as recognized by the parties and adapted to the circumstances

Part III: Putting Peace on the Agenda

Activity E: Toward Optimum Peace

Intermediate Objective

9. TO EVALUATE the peacemaking effects of various positions on the arms race.

1. Teacher's presentation: Peace as a criterion of evaluation

Suggested Content

While almost everyone agrees in principle that a state of peace is desirable, differences arise as to what process will lead to it. It is much easier to preach peace than to practise it; most nations of the world, in spite of their stated committment to peace, continue nevertheless to view war as the most effective means of ensuring security or changing situations they consider unjust. Consequently, evaluation of any position on the arms race should test the capacity of that position to:

- establish and maintain peace effectively
- ensure the security of nations
- guarantee justice (recognition and exercise of rights)

2. Teacher's presentation: List of positions on the arms race

The teacher submits one or more positions for evaluation by the students:

- the four positions outlined in Part II
- a position presented in a newspaper editorial or a magazine or newspaper article

- the position of Physicians for Social Responsibility

  This is the position put forward by Dr. Helen Caldicott in the NFB documentary, If You Love This Planet (16 mm or video, colour, 26 min., 1983). It is a pacifist position. The film, which won the Oscar for best documentary in 1983, was described as "political propaganda" by the United States Supreme Court on April 28, 1987.

3. Work in teams: Evaluation of positions

Using the form provided (Appendix 3), the students explain how each position promotes, or fails to promote, peace with security and justice. The following page shows an example of such an evaluation.

Sample Evaluation *

POSITION: Pacifism		
PROMOTES PEACE	ENSURES SECURITY	GUARANTEES JUSTICE
- If all weapons in the world were systematically eliminated, the risk and the effects of war would be greatly reduced. - But disarmament does not automatically guarantee peace. - On the contrary, it could increase the danger of war if it were carried out unilaterally. - Pacifism promotes peace by making it a central issue internationally. - However, pacifism has a greater impact in countries where freedom of expression is respected. This could increase the risk of war by creating an imbalance of power. - Etc.	- If all countries disarmed at the same time, security would be increased. - However, if one or more countries did not give up their arms, the security of the disarmed countries would be at risk. - A still unresolved problem with pacifism is how to achieve complete ultimate disarmament without jeopardizing security, since most countries refuse to get rid of their arms for security reasons. - Etc.	- A disarmed nation could not easily violate the rights of other nations. - But it would be vulnerable to attack by armed nations with expansionist aims. - In the present state of affairs, a disarmed country would have no way of protecting its rights if it were attacked. The UN has no real power. - Pacifism condemns injustices committed by the countries of the so-called free world, calling on them to disarm unilaterally, but says little about the injustices committed by certain heavily armed, aggressive, totalitarian nations. - Etc.

* This evaluation of the pacifist position is provided as an example. It is not intended to be exhaustive or above criticism.

KEY CONTENT: Peace is:

- a major concern in today's world
- related to the basic human need for self-realization
- a valid criterion for evaluating various positions on the arms race
- a process to be carried out in respect for security and justice for all countries, rather than an abstract state

Part IV: Working for Peace

Terminal Objective

TO CARRY OUT concrete actions to promote peace.

Activity F: I Make Peace, You Make Peace...

Intermediate Objective

10. TO MAKE A COMMITTMENT to actively promote peace in the student's own environment.

1. Learning context: Teacher's presentation

Suggested Content

Referring to the positions already examined, remind the students that:

- establishing peace on earth is everybody's business
- despite the unmistakeable desire of all the peoples of the earth to live in peace in their lands, peacemaking is a difficult process, given the requirements of security and justice

It is wise to caution students against two temptations:

- **Pollyanna-ism**, i.e. the belief that there are easy and immediate solutions
- **cynicism**, i.e. the belief that solutions are impossible

Each student should come to achieve in himself or herself the conditions for a committment to promote peace:

- have a desire to promote peace
  - within herself or himself
  - with others

- manifest that desire in terms of:
  - attitudes (ways of being)
  - behaviour (ways of acting)
  - opinions (ways of thinking)
  - values (ways of judging)

2. Class discussion: Suggestions for action to promote peace

The teacher asks the students to suggest concrete action for peace that is appropriate for their own environment.

Suggested Action

On the individual level:
- Resolve your inner conflicts.
- Learn to lessen stress.
- Set aside quiet times.
- Practise meditation.
- Learn to relax without medication.

On the interpersonal level:
- Improve relations with family and friends.
- Try to exert a calming influence in conflicts.
- Avoid aggressive behaviour.
- Do not answer aggression with aggression.
- Respect the feelings of others.
- Insist, gently but firmly, that others respect your feelings.
- Favour mutual consent over unilateral force.

On the social level:
- Set up a peace group at school.
- Organize an information campaign on peace (information booths, literature, resource persons, posters, t-shirts, buttons, slogans, films, videos, etc.).

- Create advertising for peace.
- Think up alternative uses for arms factories.

On the national and international level:
- Write letters to federal and provincial leaders expressing young people's concern for peace.
- Establish contacts with young people from other countries to exchange opinions and concerns about peace.

3. Individual or team work: Carrying out action

The teacher asks the students to choose a project from those suggested above and to carry it out (individually, in small groups, or as a whole class).

Suggested Procedure

- Describe the project chosen and have a short discussion to make students aware of the implications.
- Define the objectives.
- Decide on the means to be used to attain the objectives. Check what materials are available and obtain those required.
- Divide up the tasks.
- Establish a time-frame.
- Carry out the project.

4. Class or small group discussion: Evaluation of the project carried out

After the project has been carried out, the teacher leads a discussion in which the students evaluate the outcome of the project. The evaluation should be based on:
- the results achieved, compared to the objectives

- how the various tasks were carried out
- observance of the time-frame
- etc.

APPENDIX 1

DID YOU KNOW...?

- Between 1945 and 1982, there have been about 135 wars in the world, killing 25 million people; there have been only 26 days of peace.[1]

- According to the UN, in 1985 over 50 million people were employed, directly or indirectly, in arms production.[1]

- In the Third World there is one soldier for every 250 people and one doctor for every 3 700 people.[1]

- In 1985, one thousand billion dollars were spent on arms by all the countries of the world; this is equal to $37 709.79 (US) per second.[6]

- According to the US Bureau of Labour Statistics, in 1980 an investment of one billion dollars created:
  - 76 000 jobs in the military sector
  - 187 000 jobs in education
  - 139 000 jobs in health services
  - 100 000 jobs in construction
  - 86 000 jobs in public services and social services[2]

- A one-megaton bomb is equivalent to 70 times the power of the bomb dropped on Hiroshima, which killed 63 000 people and wounded 70 000.[3]

- Today's nuclear arsenals contain the equivalent of about a million bombs the size of the one dropped on Hiroshima, or enough to fight the Second World War 6 000 times.[3]

- The most powerful hydrogen bomb is 4 000 times more powerful than the one dropped on Hiroshima.[4]

- A single Poseidon submarine could destroy 160 cities, or all the large cities in the Soviet Union. There are 31 Poseidon submarines, and they are being replaced by the even more powerful Trident.[4]

- A single airplane or submarine can carry the equivalent of all the firepower deployed in World War Two and the Korean War. American president Jimmy Carter once said that if there were a third World War, each second would be the equivalent of the Second World War, and if it lasted half a day, it would be the equivalent of 21 600 times the Second World War.[4]

- A soviet attack on American ICBMs would leave 8 900 nuclear warheads intact, only 10% of which would be sufficient to

destroy all military targets, all cities, and 60% of industry, and kill 90 million people in the USSR. This is because ICBMs make up only 25% of the American arsenal.[4]

- Half of all the arms manufacturers in Canada are in Québec. Through our taxes, Quebeckers contribute an average of $200 per person annually to this developing industry.[2]

- Thousands of jobs in Montréal depend partly or totally on military production. About 40% of this production is exported, bringing in approximately $770 million annually.[2]

- In Québec, it costs between $16 000 and $20 000 a year to train a recruit to the armed forces. This is more than 3 times the cost of a university or CEGEP student.[2]

- The arms manufacturers in Québec are mainly concentrated in the Montréal region. As well, Canada's most important research centre on national defence is located in Valcartier.[2]

- In 1983, 3 389 military contracts were awarded in the Montréal area, for a total value of over $1.9 billion.[2]

References

1. Missions étrangères 7 (January-February 1982), p. 116.

2. Pamphlet published by a coalition of trade unions on International Disarmament Day, October 22, 1983.

3. Pamphlet published by the NDG Group for Nuclear Disarmament, Montréal, October, 1982.

4. Pamphlet published by Operation Dismantle, Ottawa.

5. Courrier de l'Unesco, October, 1978, p. 13.

6. "Les marchands de canons," La Presse, March 30, 1985.

APPENDIX 2

POSITION		
CONTENT	JUSTIFICATIONS (because...)	ACTIONS
Overall response to the arms race:		

APPENDIX 3

POSITION:		
PROMOTES PEACE	ENSURES SECURITY	GUARANTEES JUSTICE

Gouvernement du Québec
Ministère
de l'Éducation

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